DOCUMENT RESUME

ED 365 987 CS 214 163

AUTHOR	Gonzales, Roseann Duenas
TITLE	National Standards and Culturally/Linguistically Diverse Students: A Question of Equity.
PUB DATE	Nov 93
NOTE	47p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cultural Pluralism; *Educational Assessment; *Educational Planning; Elementary School Students; Elementary Secondary Education; *Equal Education; Hispanic Americans; Language Arts; Minority Groups; Position Papers; Secondary School Students
IDENTIFIERS	Cultural Change; *Diversity (Student); *National Standards

ABSTRACT

The present national educational reform movement offers an unprecedented opportunity to integrate innovative policy options and technical knowledge with concerns about equity and fairness. Philosophically, most Americans subscribe to the idea of fairness in education, but pragmatically the concept of fairness has eluded American schools for some time, as evidenced by the continued marginalization of linguistically and culturally diverse children. Understanding the factors associated with such students' low educational attainment and increasing alienation from school culture is the first step in the process of making informed decisions about equitable national standards. For some time those who develop policies for special populations have utilized the "deficit model" which assumes that students from diverse backgrounds lack an essential skill or orientation which allegedly hinders their academic achievement. Equity begins with an educational curriculum that promotes the use of students' native language as a medium of instruction and incorporates their home culture, history, and literacy. The "additive model" places significant emphasis on reinforcing the students' culture and language in the classroom while adding the majority language and culture. To further bridge the gap between home language and culture and curriculum, a philosophy of "relevant multiculturalism" is in order for the English Language Arts --that is, flexible standards that recognize the possibility of cultural pluralism in American education being put into practice at every level in the system. (Nine handouts dealing with data and projections for the LEP population are provided.) (Contains 43 references.) (NH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 987

National Standards and Culturally/Linguistically Diverse Students: A Question of Equity

Roseann Dueñas González
Director of Writing Skills Improvement Program
Professor of English
University of Arizona,
Tucson, AZ
Phone: (602) 621-3686
FAX: (602) 624-8130

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

R. González

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CS214163

National Council of Teachers of English:
Democracy Through Language
Pittsburgh, Pennsylvania
November 17-22, 1993

BEST COPY AVAILABLE

The present national educational reform movement offers an unprecedented opportunity to integrate innovative policy options and technical knowledge with concerns about equity and fairness. In an educational context, fairness is interpreted in terms of opportunity, outcome, and financial resources. Whereas nearly all Americans philosophically subscribe to the idea or value of fairness in education, pragmatically the concept of fairness has eluded the American schools system for some time as evidenced by the continued marginalization of linguistically and culturally diverse children and disparity of opportunity, outcome and resources for schools, programs, and districts that serve these children.

The Standards Project for English Language Arts has taken a proactive stance and has begun formulating content standards designed to help ensure a supportive curriculum for all students and to address the problem of quality of education as a function of where students live. (Staub, 1993). The proposed national standards, which describe essential student outcomes in various subjects, will become, if adopted, the major framework for the integration and standardization of curriculum, textbook adoption, staff development, and student assessment at the state, local, and national level.

As we approach this critical juncture in the standards process, we must carefully consider the potential impact of our standards on the educational experience of culturally and linguistically diverse students. Our efforts must produce real

improvement through the implementation of higher expectations for all, but must not be the tool that will further marginalize a population that has been historically underserved and labelled expendable by the majority population and by the educational culture itself.

It is apparent that families of linguistically and culturally diverse students are clearly dissatisfied with the current situation. In focus groups conducted all over the country, it was the African American and Hispanic who demanded equitable national standards as an alternative to what presently passes for equality in our schools. Furthermore, these parents soundly rejected the notion of establishing separate standards, as some standards committees have proposed, to meet the unique needs of culturally and linguistically diverse groups. Parents indicated that not only would the establishment of differential standards defeat the purpose of establishing standards in the first place, but such a policy would actually reinforce existing negative stereotypes of culturally/linguistically diverse groups and perpetuate low expectations and achievement among this population.

I would like to focus on the establishment of equitable standards that are inclusive rather than exclusive, and that acknowledge and openly embrace the increasing cultural and linguistic diversity in our schools. I will use the term culturally and linguistically diverse students to refer generally to Limited English proficiency, or LEP, students and students of Hispanic, African American, Native American or Asian origin.

Because the Hispanic school-age population has experienced the greatest increase in the last decade among all students--an increase of 36%, and because this group has been largely ignored, particular attention will be paid to the unique needs of this group (Pallas, Natriello, & McDill, 1989). **(See Handout #1 Percent of Change in Language Minority Populations 1980-1990 and Projections of Racial/Ethnic Youth Populations: 1982-2020 and Handout 1A Population increase among Latino children).**

Before equitable standards can be developed, we must acknowledge the increasing diversity of our students and attempt to understand how their needs impact educational achievement. As teachers of English, one of the most significant events we are witnessing is the changing faces of our classrooms. In many states, middle-class English speaking students are no longer the clear majority. In principle the United States is considered a monolingual country, where English is indisputably the language of all major institutions, including public schools (Gonzalez, 1989). In reality we live in an increasingly multilingual, multicultural country which must be reflected in our educational standards. According to United States Department of Education (1990-1991) estimates, the current Limited English Proficiency student population is 2.2 million, or almost 6% of the total student population. **(See Handouts #2 (A & B) Estimated LEP population and Handout #3 Total LEP population breakdown by state).**

Total students in public and private schools: 40,471,612

LEP's in public and private schools: 2,263,682

LEP's served by Title VII programs: 250,958

(U.S. Department of Education, 1992)

These estimates do not accurately reflect the true number of LEP students. Because there is a broad range of definitions of "limited English proficiency" currently being used to identify students in schools the true number of LEP students may be much higher (U.S. Department of Education, 1992).

Within the group of identified LEP students, Spanish-speaking and Hispanic students make up the largest segment, accounting for 73% of the LEP population (Council of Chief State School Officers [CCSSO], 1990; De La Rosa, 1991). Furthermore, the Hispanic youth population is expected to increase by 25.3% (18.6 million) and African American youth to increase by 16.5 % (11.9 million) by 2020 (Pallas, Natriello, & McDill, 1989), and it is estimated that by the year 2006, Hispanic students will make up about 48% of total K-12 student enrollment in California public schools (Macias, 1993). The increase in Hispanic youth in our schools is well documented by the enrollment figures from the National Education Longitudinal Study of 1988 (National Center for Education Statistics, 1990b) which show that Hispanics comprise 10.4% of the approximately 3 million eighth-grade students in the United States (National Center for Education Statistic, 1990a). By all projections, the Hispanic population will continue to outpace the national growth rate well into the 21st century. **(Handout #4, Projections of racial/ethnic youth population (1982-2020).**

In addition to understanding population trends, we need to

examine how disparate educational policies continue to perpetuate a consistent lack of educational attainment among linguistically/culturally diverse students, so that we do not continue to marginalize this population in the process of developing higher standards. **(See Handout #5 School Imposed Factors of Failure for Language Minority Students.)** Efforts by culturally/linguistically diverse groups to make educational gains are often confounded by well-intentioned administrators and educators who advocate policies that actually promote educational inequities through the use of standardized assessment, placement, tracking, retention and segregation. The detrimental impact of such policies on the academic achievement of culturally/linguistically diverse students has been well documented in the educational research (see Valencia, (1991) and Torres, (1991) for a complete review of this topic).

A poignant example of the impact of disparate educational policies was revealed in a recent study which reports that Hispanic students now have the dubious distinction of being the most segregated student population, surpassing even African American students in Mississippi and Alabama (Orfield & Monfort, 1992). They are especially likely to attend overcrowded and segregated schools with few or no Hispanic or bilingual teachers (Chapa & Valencia, 1993). Often, programs designed to assist LEP students such as English-as-a second-language (ESL), and bilingual education are implemented in such a way as to further separate Hispanic, Spanish-speaking students from their peers (Donato,

Menchaca, & Valencia, 1991). Furthermore, there is a disproportionate representation of Hispanic students in special education. Academic achievement scores of Hispanic students, despite some gains, remain lower than those of Anglo students, as reported by the National Assessment of Educational progress (NAEP). According to a series of tests and surveys given by NAEP every two years to a sample of 9, 13 and 17 year-olds, Hispanic students' reading achievement scores and writing performance skills remain significantly lower than scores obtained by their Anglo peers. (Valencia & Aburto, 1991). (De La Rosa & Maw, 1990).

The long term negative impact of disparate educational policies on culturally/linguistically diverse groups is apparent when actual levels of educational attainment are examined. The educational attainment of Hispanics has always been among the lowest of all minority groups in the United States. Hispanics have the highest dropout rate of any major U.S. population group. In 1991 the dropout rate among Hispanics was 50%. They are three times as likely to dropout as their Anglo or African American counterparts. An analysis of trend data indicates that Hispanics have made only modest gains in educational attainment relative to their population growth during the 1980's (Valencia, 1991). In 1993, slightly more than half of Hispanic adults had completed 4 years of high school (51.3%), and this figure is not likely to change as long as nearly 3 out of every 5 Hispanic high school-age students continue to leave school before the 12th grade. A longitudinal study conducted by the U.S. Department of Education

(1990) provides us with some valuable insight into why culturally/linguistically diverse students are at risk for dropping out of school. The reasons most often cited by students in the study included: 1) I did not like school, 2) I could not get along with teachers, 3) I could not get along with the other students, 4) I was suspended too often, and 5) I did not feel safe at school. Taken together these reasons support my contention that culturally/linguistically diverse students feel at odds with the school culture. **(See Handout #6 Reasons for School Drop Out by race-ethnicity: 1990.)**

The phenomenon of alienation among culturally/linguistically diverse students in our schools is best described by Earl Shorris (1992) who explains that our schools present culturally and linguistically diverse students with a "wall of culture." This barrier separates the students from the teachers, the home from school, and the community from teachers and administrators. In Shorris' words, "If [the students] do not overcome it at the beginning, the wall will become higher and thicker with each succeeding day. It is not the making of a metaphor to say that there are dropouts, only children who did not enter the society of the school" (p 227).

The failure of our educational system to meet the needs of culturally and linguistically diverse students have social consequences that go far beyond the realm of the school environment. A comprehensive study by Levin (1972) has identified seven social consequences associated with dropping out: decreased

national income, lost tax revenue for the support of government services, increased demand for social services, increased crime, reduced political participation, reduced inter-generational mobility and poorer levels of health.

The social and economic costs associated with school-drop outs is staggering. According to one recent estimate, the economic costs for a person dropping out of school is more than $200,000 over that person's lifetime. For 1991 alone, the total estimated cost associated with dropouts was 200 billion dollars (Rumberger, 1991). Such costs threaten the development and stability of our national economy. For Hispanics, limited educational experience will result in a high concentration of Hispanics in low-wage, unstable work situations, which in turn contribute to high rates of poverty among Hispanics. (Perez & De la Rosa Salazar, 1993). The most current Census data (U.S. Department of Commerce, Bureau of Census, 1992a) shows that more than one in four of all Hispanics (28.7%) and two in five Hispanic children (40.4%) are poor. This data suggests that poverty, particularly child poverty, is on the rise.

Along with this poverty comes an array of social problems with additional costs to the nation. This increase in poverty has contributed to recent caseload growth in the number of poor Hispanics and other minorities who have turned to the government for unemployment insurance, food stamps, and Aid to Families with Dependent Children (Martínez, 1992). Low socio-economic status translates into poor housing conditions, increased concentration in

segregated and often unsafe neighborhoods (Perez & De La Rosa Salazar, 1993), and, ultimately, into limited educational opportunities for their children because the impoverished community cannot adequately support the school district.

So when state, federal and local educational agencies and legislatures cry poor and willingly decrease funds for education, we must impress on them the folly of this false economy. The old adage, pay me now or pay me later has never been more appropriate than in the case of education. We either must invest now, change our attitudes, approaches and dispel our biases, or pay the price of having an alienated, resentful, undereducated and angry citizenry poised to take their share through their own means (Gonzalez, 1993). Because education is highly regarded as the social and economic equalizer, and as a prerequisite to improving social and economic status, the need to offer fair and equal educational opportunities and develop policies that no longer alienate culturally/linguistically diverse groups from our school culture is critical.

As educators, we need to respond to the under-education of this population by taking action, from a national policy and local implementation perspective. Understanding the factors associated with culturally/linguistically diverse students' low educational attainment and increasing alienation from our school culture is the first step in the process of making informed decisions about equitable national standards (Perez & De La Rosa Salazar, 1993).

The successful inclusion of culturally/linguistically diverse

students in the educational process is needed to break the cycle of poverty that is perpetuated by the lack of educational opportunities. To break this vicious cycle, we must build self-esteem through reshaping the school culture into one that make students feel part of the educational enterprise, promoting them to truly share in the excitement of discovery by having their cultures, families, and people embraced by the institution. If we fail in our present endeavors to offer equitable educational opportunities for culturally/linguistically diverse groups, our nation as a whole will pay a high price for this oversight.

Given the reality of increasing numbers of linguistically/culturally diverse students and their risk for school failure, how do we work toward establishing higher standards for all students, without replicating our exclusionary policies of the past? Some educators have argued that standards committees should ignore the equity issue altogether and set non-English speaking students apart by establishing a separate set of standards to address the individual needs of culturally/linguistically diverse students. The Music Educators National Conference standards committee has proposed the use of two performance levels for use with high school students; a proficiency and advanced level. Educators in the arts suggest that differential performance levels are justified because high school students involved in the arts have begun to specialize their curricular pursuits (Viadero & West, 1993). However, the implementation of two performance levels in core subjects sets a dangerous precedent that may encourage school administrators to

utilize tracking based on differential performance levels. Historically, policies that involved tracking have proven to be detrimental to culturally/linguistically diverse groups (Torres, 1992).

In order for positive change and policies to come out of this educational reform, there must be a dramatic shift in how educators conceptualize the needs of culturally/linguistically diverse students. In the past, development of policies for special populations utilized the "deficit model." The deficit model, and its educational implementation is the major cause of disproportionately poor academic achievement among culturally/linguistically diverse students in the educational setting (Hakuta, 1986), (Ruiz, 1984). This model assumes that students from culturally/linguistically diverse backgrounds lack an essential skill or orientation which allegedly hinders their academic achievement. Based on this model, the mission of the school has been to eradicate the unwanted traits that students bring with them and replace them with majoritarian values, language, and other cultural behaviors that are consonant with the approved school culture. In the case of Hispanics, Native Americans, African Americans and some Asians, this method has led to nothing less than linguistic and cultural genocide that leads to cultural and linguistic ambiguity, which in turn fosters low self esteem, and finally alienates these children from the school culture and majority culture, and results in severe marginalization of this population. Needless to say the result of the deficit

model has been disastrous. It was not the simple matter of extricating one culture and replacing it with another, like changing batteries in a flashlight. The school culture failed to realize that it could not fill the hearts and souls and minds of children whose very beings it had attacked or ignored. It didn't work for the Indians when we set out to convert them in earnest. They lost their languages, cultures, and themselves in the process. Unable to learn from past errors, we have continued this process of homogenization that only succeeds in driving students away and inhibiting their chances for academic achievement.

The school culture, government, and the public at large must acknowledge a new philosophy, a new approach that accommodates the language and culture of children by recognizing and affirming it, celebrating it, using it in the classroom. The additive model encompasses these ideals. In contrast to the deficit model, the additive model places significant emphasis on reinforcing the students' culture and language in the classroom while adding the majority language and culture. When students find themselves, their lives and memories, in discussions in the classroom and in the pages of their books, they are given a tangible affirmation of their self-worth, the most powerful catalyst of educational achievement. In our efforts to discern what must be "fixed," we tend to overlook how the processes of accomplishing a particular goal may differ between culturally/linguistically diverse groups. Multiple pathways of learning and various support services must be utilized to bring all students to the same goals. Therefore, a

multidimensional, multi-method approach is required to address the particular needs of culturally/linguistically diverse students in our classrooms.

Equity begins with an educational curriculum that promotes the use of students' native language as a medium of instruction and incorporates their home culture, history, and literacy (Gonzalez, 1993). Curriculum that is devoid of meaning for the individual learner is a significant factor that contributes to school failure and dropout among culturally/linguistically diverse students. A substantial number of these students see little connection between the curriculum and their reality which is shaped by their culture. When students are afforded the opportunity to genuinely participate in the school setting as themselves, in terms that are meaningful to them, they can develop and exercise their natural intellect, encouraged and supported by their linguistic or cultural ways. The school can create these opportunities by engaging this population of learners into the conversation of the classroom, by building on children's knowledge, language and logic they bring with them from home.

To further bridge the gap between home language and culture and curriculum, I advocate a philosophy of "relevant multiculturalism" be integrated into our proposed standards of English Language Arts. Relevant multiculturalism should not be confused with "multiculturalism," a term that has recently received much attention in educational literature. The original idea behind the implementation of multiculturalism into curriculum was

admirable: to use relevant literature for students of color in order to reinforce and validate their culture while stressing its importance within the larger dominant culture, and to instill self-esteem by showing these students that their voices are authentic and important, though different from those of majority students (Gonzalez, 1989). However, the multicultural movement has become another way to ignore home culture and the culture of a community. Multicultural literature often is a smorgasbord of world literature, offering a smattering of knowledge about the many cultures of other countries, but saying little about the minority cultures in the United States. Token representation of the histories and literatures of culturally different children are inadequate attempts at engaging and inspiring students' participation in the educational process. One piece of literature in one chapter on American history cannot counter the negative social perception that children of minority subcultures have of themselves, or that society has of them, nor does it meet the goal of promoting equity in education.

A significant proportion of the curriculum must be dedicated to positive ethnic histories and literatures and the many contributions that all groups, particularly the cultures of an individual community, have made to American life. Anaya (1992), suggests replacing the multicultural literature of the textbook companies with local literature that reflects the predominant minority student population, thereby increasing its relevancy (Gonzalez, 1993). Culturally/linguistically diverse literatures

must be taught with the same regard for style, form, metaphorical and thematic value as all other literatures. But all of this is moot if school administrators at the local level do not advocate for the inclusion of local literature into curriculum. In order for the goal of relevant multiculturalism to become reality, flexible standards that recognize the possibility of cultural pluralism in American Education must be put into practice at every level in the educational system (Reyes & Valencia, 1993).

The school reform movement has placed increased emphasis on the individual student, but must not do so at the expense of culturally/linguistically diverse groups, who require group-specific interventions that are sensitive to their specific cultural histories (Natriello, McDill & Pallas, 1990). **(See Handout # 7 TESOL Guidelines for educational access).** The establishment of standards to encourage multiculturalism will not be sufficient to meet the needs of this population. Teachers must create access to a positive learning environment, an appropriate curriculum, access to full delivery of services, and equitable assessment. Successful implementation of multicultural and equitable standards will require each individual educator to evaluate his or her own attitude and values toward linguistically/ culturally diverse students and assume responsibility to re-educate themselves about the complex issues that are involved. Only when children perceive that they are accepted for who they are, both culturally and individually, can real learning begin (Gonzalez, 1993).

The establishment of standards for all students is an important goal and does not present a problem, in and of itself, until we start talking about basing a system of tests based on content standards. There is no doubt that development and implementation of standards will have a profound effect on education as we currently know it, but nowhere near the effect of a system of national examinations that incorporate those standards and measure student progress against them. Therefore, we must consider alternative assessment procedures that are sensitive to the needs of a heterogenous population. Gene Garcia, newly appointed Undersecretary of Education, and Director of Office of Bilingual Education and Minority Language Affairs, proposes an alternative to circumventing the issue of equity. He suggests that the new standards should be adhered to, but the assessment of the standard's effectiveness should be accomplished by judging the students' work samples (i.e. portfolio assessment using an established criteria See Kentucky Curriculum) in their own language, so that language does not hinder academic achievement.

The National Council on Education Standards and Testing (NCEST) in a report titled **Raising Standards for American Education**, echoed Garcia's proclamation for alternative assessment measures. The report addressed concerns about equity associated with any national system of assessment for LEP students. The recommendations specify that no single test be used, rather for the development of local examinations with local norms to assess the national standards was urged. NCEST also specifies that a

review board be put in place to oversee the quality of the assessment measures (Baker, 1992). States would provide evidence to the review board of the validity and equity of the assessment. In addition, states would be required to submit, to the review board, plans for assuring equity in assessment design, administration, and use for gender, special populations, disadvantaged students, and LEP students. There are three principal concerns regarding equity in assessment of LEP students:

1. If students are not assessed because of the lack of instruments, then we will fail to benefit from the presumed desirable effects of assessment (improved instruction, accountability, and targeting of resources).
2. If LEP students are assessed in English on subject matters such as social studies, or science for instance, student performance will be handicapped to varying degrees by the students' English skills. The problem is not easily resolved even by assessment through the native language because of the heterogeneity of students and instructional programs for LEP students. Special procedures will need to be developed to take language and culture into consideration for appropriate assessment.
3. All students must be provided opportunity to learn (Baker, 1992).

The implementation of exams and school delivery standards are likely to exacerbate existing tensions about the issues of

equity. Unfortunately, the issues of national standards and assessment appear to be linked and supported by emergent political forces. Therefore, it is particularly necessary for us to be visionary in our pursuit of developing standards for all students in English and Language Arts, as these standards will influence the assessment of culturally/linguistically diverse students for decades to come. Perhaps the most controversial topic of the reform movement has to do with how standards will be delivered and implemented. Delivery standards refers to the nuts and bolts of how the school would provide reasonable opportunities for all students and to permit analyses and explanation of student outcomes (Tucker, 1992), (Baker, 1992). To address the issue of equity, standards alone will not be sufficient. The quality of teaching, the physical surroundings in which children learn, the quality of equipment, textbooks, and classroom materials must also be addressed (Kozol, 1992). In his most recent book, Savage Inequalities (1992), Jonathan Kozal, exposes the incredible educational disparity between Anglo children and children of color. His investigation of several urban schools revealed deplorable, even dangerous conditions and schools where approximately a quarter of the teachers are substitutes or non-certified. In addition, Kozol found that at the national level the disparity in spending between schools is decidedly in favor of Anglo majority schools which receive an average of $12,000 per child as opposed to $3,000 per child in schools of color or poor Anglos. (Kozol, 1992).

What can be done to build schools' capacity to help language minority students attain these higher standards? First, administrators trained to understand the concerns and issues related to culturally/linguistically diverse students are crucial because the decisions made at the local level affect all students. More administrators that reflect the ethnic and racial composition of the local school are needed along with new conceptualizations of administration that can support the philosophy of equity. In addition, the emphasis in teacher and administrator training programs must be changed. Currently, not enough activities that emphasize concepts such as ethnicity, minority status, bilingual education, non-biased assessment, second language acquisition and relevant multiculturalism exist in teacher training programs. **(See Handout # 8 Skills/Knowledge Teachers of Language Minority Students Must Possess).** Educational administration programs should emphasize relevant multicultural perspectives and alternative ways of seeing and understanding the world and learning. The state and local educational entities also need to be actively involved in the implementation of standards if we are to move forward with educational reform.

We must also think proactively and consider the potential for the proposed standards to be misused or misconstrued by some. The ramifications of such an occurrence could have a profound impact on children of color. As educators and advocates for the needs of culturally/linguistically diverse students who are at risk for school failure, we need to question any policy that is designed to

achieve excellence at the expense of equity. Most national standards groups have made the assumption that all children are alike, speak the same language, and have very similar cultural expectations. Ironically, the members of national committees charged with the responsibility of developing equitable standards for all students are generally homogeneous. Of all the standards projects, only one national committee has included members who represent culturally/linguistically diverse groups and that is the Standards Project for English Language Arts (Viadero & West, 1993). We can no longer assume uniformity among a population of students. This assumption is not in line with the current and future reality of our society. We need to develop content, performance, and delivery standards that are theoretically sound and reflect the current and future demographic changes of our country. We need standards embedded in relevant multiculturalism to revitalize educational programs for the limited- and non-English speaking children who have largely been ignored by the educational culture and subjected to inadequate educational resources and low expectations. It is imperative that we understand and acknowledge that different paths to the same goal may be taken. Therefore, before embarking on our new mission to set equitable standards, we must take into account all the social, economic, and political factors that impact the educational experience of this population and scrutinize our educational practices, so that in our efforts to set higher expectations we do not widen the disparity that already exists in our schools.

In the challenge of developing equitable standards we must proceed cautiously and thoughtfully. As teachers of English we must accept the challenge to develop sound educational alternatives that can be integrated into curriculum and assessment. Our overarching objective must be to ensure that culturally and linguistically diverse students are afforded the opportunity to develop their linguistic and intellectual potential in classrooms that are both accepting and culturally relevant. **(See Handout # 9, Preamble for overarching principals that guide developments of standards).** Furthermore, as active participants in the standards development process, we have a professional and ethical responsibility to advocate for the fair inclusion of this population or take the consequences of our decisions.

Bibliography

Anaya, R. (1992). The Censorship of Neglect. English Journal, 81,(5), 18-20.

Astin, A. W. (1982). Minorities in Higher Education: Recent Trends, Current Prospects and Recommendations. San Francisco: Jossey-Bass Publishers.

Baker, E. L. (1992). Issues in policy, assessment and equity. In Focus on Evaluation and Measurement, vol. 1 & 2, Proceedings of the National Resource Symposium on Limited English Proficient Issues (2nd. Washington, DC, Sept 4-6, 1991).

Chapa, J., & Valencia, R. R. (1993). Latino population growth, demographic characteristics, and educational stagnation: An examination of recent trends. Hispanic Journal of Behavioral Sciences, 15, 165-187.

Council of Chief State School Officers (1990). School success for Limited English Proficient Students: The challenge and state response. Washington, DC: Resource Center of Educational Equity.

De La Rosa, D. (1991). Education reform is creating a "leper" colony. Hispanic Link Weekly Report, 9, 4.

De La Rosa, D., & Maw, C. (1990). Hispanic education: A statistical portrait, 1990. Washington, DC: National Council of La Raza.

Donato, R., Menchaca, M., & Valencia, R. R. (1991). Segregation, desegregation, and integration of Chicano students: Problems and prospects. In R. R. Valencia (Ed.), Chicano school

failure and success: Research and policy agendas for the 1990s (The Stanford Series on Education and Public Policy, pp. 27-63). Basingstoke, England: Falmer Press.

Freeman, D. (1993). Neglected Groups' Inclusion A Must for Fair Standards. Education Week, 12, 39.

Garcia, E. (1993). National Center for Research on Cultural Diversity and Second Language Learning. Focus of Diversity,3,(1), 1-2.

Garcia, E. (1993) Thur. April 22, Santa Cruz Sentinel 1, p.1. Bilingual Research Group, University of California, Santa Cruz.

Gonzalez, R. D. (1993). Language, Race and the Politics of Educational Failure: A Case for Advocacy. Concept Paper, No. 10, National Council of Teachers of English, Urbana, Illinois.

Gonzalez, R. D. (1990). When minority becomes majority: The changing face of the English classroom English Journal, 79,(1), 16-23.

Hakuta, K. (1986). Mirror of language: The debate on bilingualism. New York: Basic Books, Inc.

Kozol, J. (1992). Savage inequalities: Children in America's schools. New York: Harper Perennial.

Marcías, R.F. (1993). Language and ethnic classification of language minorities: Chicano and Latino students in the 1990's. Hispanic Journal of Behavioral Sciences, 15, 230-257.

Martínez, D. (1992). Recession results in welfare and food stamps caseload growth, increases in unemployment. NCLR Poverty

Project Newsletter, 4, 4.

National Center for Education Statistic (1990a). The condition of elementary and secondary education. Washington, DC: U.S. Department of Education Office of Educational Research and Improvement.

National Center for Education Statistics. (1990b). National education longitudinal study, a profile of the American eight grade: NELS:88 student descriptive summary, NCES 90-458. Washington, DC: U. S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics. (1991). Dropout rates in the United Sates, 1990: Office of Educational Research and Improvement, NCES 91-053. Washington, DC: U.S. Department of Education.

Natriello, G., McDill, E.L., & Pallas, A. M. (1986). A population at risk: Potential consequences of tougher school standards for school dropouts. American Journal of Education, 95, 135-151.

Natriello, G., McDill, E.L., & Pallas, A. M. (1986). Schooling disadvantaged children: Racing against catastrophe. New York: Teachers College Press.

Orfield, G., & Monfort, F. (1992). Status of school desegregation: The next generation. Report to the National School Boards Association. Alexandria, VA: Council of Urban Boards of Education.

O'Neil, J. (1993, February). Can National Standards Make a

Difference? Educational Leadership, 4-7.

Pallas, A. M., Natriello, G., & McDill, E. L. (1989). The changing nature of the disadvantaged population: Current dimensions and future trends. Educational Researcher, 18, 16-22.

Pérez, S. M., & Duany, L. (1992). Reducing Hispanic teenage pregnancy and family poverty: A replication guide. Washington, DC: National Council of La Raza.

Pérez, S. M., & De La Rosa Salazar, D. (1993). Economic, labor force and social implications of Latino educational and population trends. Hispanic Journal of Behavioral Sciences, 15, (2), p. 188-229.

Reyes, P. & Valencia, R. R. (1993). Educational policy and the growing Latino student population: Problems and prospects. Hispanic Journal of Behavioral Sciences, 15 (2), 258-283.

Ruiz, R. (1984) Orientations in language planning. NABE Journal, 8, 15-34.

Rumberger, R. W. (1991). Chicano dropouts: A review of research and policy issues. In R.R. Valencia (Ed.), Chicano school failure and success: Research and policy agendas for the 1990's. (The Stanford Series on Education and Public Policy, pp. 64-89). Basingstoke, England: Falmer Press.

Shorris, E. (1992). Latinos: A history of the people. New York: W. W. Norton.

Smith, M. S., O'Day, J., & Cohen, D. K. (1990, Winter). National curriculum American style. American Educator, 10-46.

Staub, D. (1993, June). The Council Chronicle, 2,(5), 1-3.

Torres, A. (1992). Nativity, gender and earnings discrimination. Hispanic Journal of Behavioral Sciences, 14, 134-142.

Torres, J. (1991). Equity in education and the language minority students. NCBE Forum, pp. 1-3.

Tucker, Mark. (1992, Fall). Measuring Up. America's Agenda, 21. Reprinted excerpt taken from a speech at a meeting of the National Advisory Council of Scholastic Inc.

U.S. Department of Commerce, Bureau of Census (1991b). Census Bureau releases refined estimates form post-enumeration survey of 1990 Census coverage: U.S. Department of Commerce News (Press release CB91-221).

U.S. Department of Commerce, Bureau of the Census (1992a). Poverty in the U.S.: 1991 (Current Population Reports, Series P-60, No. 181). Washington, DC: U.S. Government Printing Office.

U. S. Department of Education (1992). The condition of bilingual education in the nation: A report from the Secretary of Education to the President and the Congress, Washington, DC: Author.

Viadero, D & West, P. (1993, June). Benchmark-Setting is Marked by Diversity. Education Week, 15-16.

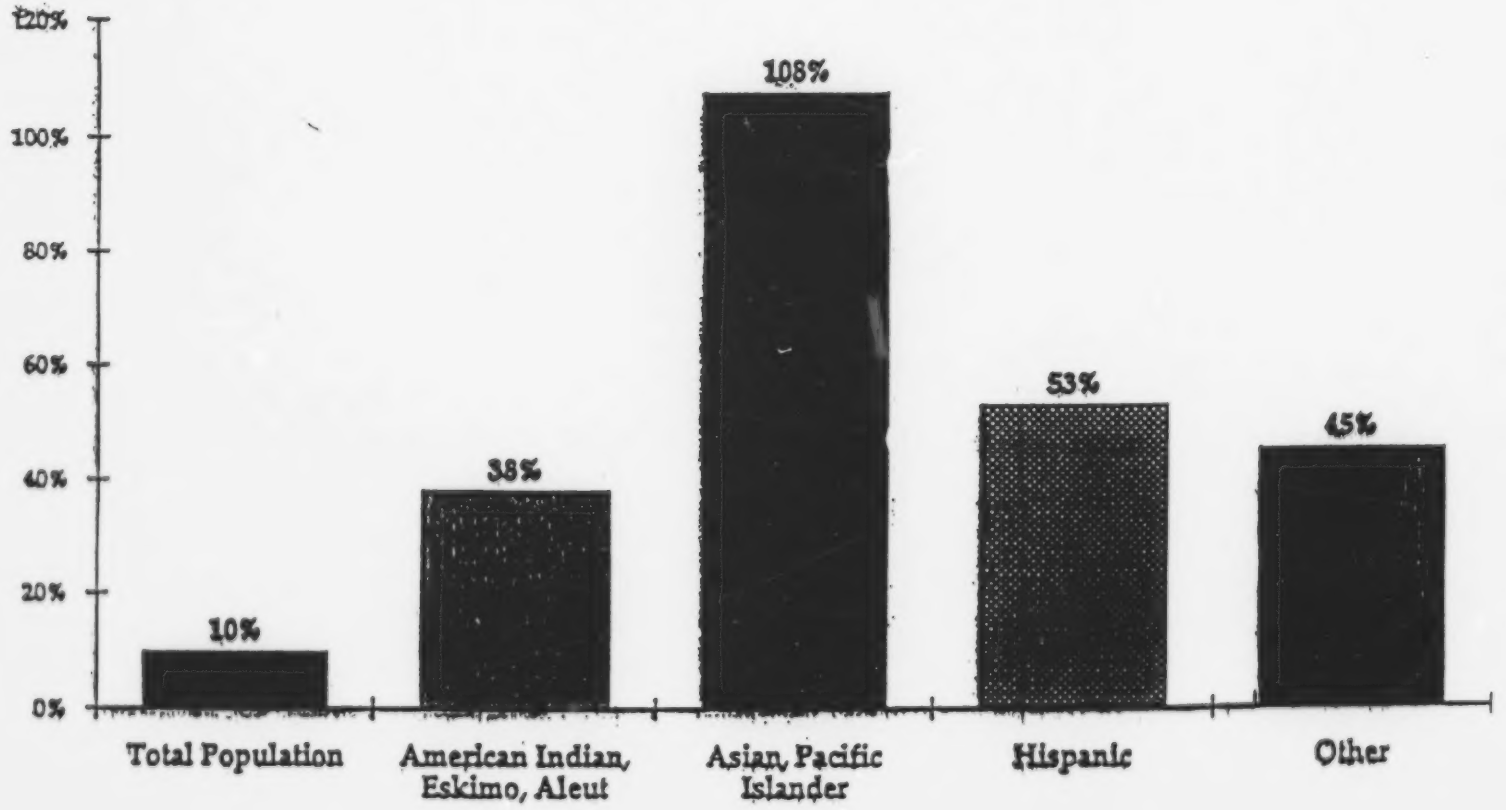
Valencia, R. R. & Aburto, S. (1991). The uses and abused of educational testing: Chicanos as a case in point. In R. R. Valencia (Ed.), Chicano school failure and success: Research and policy agendas for the 1990s. The Stanford Series on Education and Public Policy). Basingstoke, England: Falmer Press.

Valencia, R. R. (1991). The plight of chicano students: An overview of schooling conditions and outcomes. In R.R. Valencia (Ed.). Chicano school failure and success: Research and policy agendas for the 1990. (pp. 3-26). Basingstoke, England: Falmer Press.

Waggoner, D. (1988). Language Minorities in the United States in the 1980's: The evidence from the 1980 Census. Language Diversity: Problem or Resource. (Eds.) S.L. McKay and S. C. Wong. New York: Newbury House Publishers, 69-108.

HANDOUT # 1

PERCENT OF CHANGE IN LANGUAGE MINORITY POPULATIONS 1980-1990



Data Source: 1990 Census Data, Bureau of the Census; Cited in the National Clearinghouse for Bilingual Education Vol. XIV, No. 6, September, 1991.

BEST COPY AVAILABLE

Estimates for Limited English Proficiency Student Population Size (1990-1991)

Total students in public and private schools:	**40,471,612**
LEP's in public and private schools:	**2,263,682**
LEP's served by Title VII programs:	**250,958**

SOURCE: The Condition of Bilingual Education in the Nation, 1992, in NCBE Forum, p. 5.

HANDOUT #2 (B)

Estimated Numbers of All Children Ages 5-17 by Race-Ethnicity, Non-English Language Background(NELB) and Limited English-Proficiency (LEP), United States, 1979 and 1988

Group	Anglo	Hispanic	Black	Asian	Total	% Change in Total, 1979 to 1988
Children 5-17						
1979	35,441,201	3,069,111	6,832,832	972,505	46,316,399	
1988	31,561,383	4,786,372	6,894,723	1,738,786	44,981,264	-2.9%
NELB Children						
1979	1,146,031	2,309,801	94,607	431,941	3,982,379	
1988	1,030,919	3,754,003	137,914	849,486	5,772,321	44.9%
LEP Children						
1979	536,342	1,686,155	44,276	202,148	2,468,921	
1988	482,470	2,740,422	64,544	397,559	3,684,995	49.3%

SOURCE: Chapa (1991).

IDENTIFIED LEP STUDENTS IN 1990 AND 1991 AS REPORTED BY SEAs

STATE	IDENTIFIED LEPs IN 1990	IDENTIFIED LEPs IN 1991	PERCENT OF CHANGE FROM 1990 TO 1991
AK	11,489	11,184	-2.7
AL	--	1,052	***.*
AR	--	2,000	***.*
AZ	60,270	65,727	9.1
CA	861,531	986,462	14.5
CO	15,011	17,187	14.5
CT	--	16,988	***.*
D.C.	3,417	3,379	-1.1
DE	1,470	1,969	33.9
FL	61,768	83,937	35.9
GA	6,194	6,487	4.7
HI	8,299	9,730	17.2
IA	3,603	3,705	2.8
ID	3,440	3,986	15.9
IL	73,185	79,291	8.3
IN	4,001	4,670	16.7
KS	4,789	4,661	-2.7
KY	1,344	1,071	-20.3
LA	7,088	8,345	17.7
MA	40,057	42,606	6.4
MD	10,787	12,701	17.7
ME	1,822	1,983	8.8
MI	33,449	37,112	11.0
MN	11,858	13,204	11.4
MO	2,844	3,815	34.1
MS	2,651	2,753	3.8
MT	6,286	6,635	5.6
NC	4,586	6,030	31.5
ND	7,187	7,187	0.0
NE	918	1,257	36.9
NH	664	1,146	72.6

Source: United States Department of Education, Office of the Secretary, (1992, June). The Condition of Bilingual Education in the Nation: A Report to the Congress and the President.

STATE	IDENTIFIED LEPs IN 1990	IDENTIFIED LEPs IN 1991	PERCENT OF CHANGE FROM 1990 TO 1991
NJ	43,176	47,560	10.2
NM	58,752	73,505	25.1
NV	7,423	9,057	22.0
NY	158,007	168,208	6.5
OH	8,526	8,992	5.5
OK	10,606	15,860	49.5
OR	7,557	7,557	0.0
PA	–	15,000	***.*
RI	6,447	7,632	18.4
SC	–	1,205	***.*
SD	6,048	6,691	10.6
TN	2,033	3,660	80.0
TX	309,862	313,234	1.1
UT	18,636	14,860	-20.3
VA	–	15,130	***.*
VT	384	500	30.2
WA	23,461	28,646	22.1
WI	14,357	14,648	2.0
WV	273	231	-15.4
WY	2,272	1,919	-15.5
AM. SAMOA	11,761	11,842	.07
GUAM	–	2,309	***.*
P.R.	29,305	33,722	15.1
V.I.	2,230	2,400	7.6
TOTALS	1,981,112	2,263,682	14.3

- LEP students make up 5% of the overall school population

- 7 states saw a decrease among the LEP population in one year

- There was a 14.3% increase in the LEP population since 1990

Projections Of Racial/Ethnic Youth Populations: 1982-2020

Year	White		Latino		Black		Other	
	% of Total	Millions	% of Total	Millions	% of Total	Millions	% of Total	Millions
1982	73.0	45.9	9.3	5.9	14.7	9.3	2.9	1.8
2020	54.5	40.0	25.3	18.6	16.5	11.9	4.2	3.0

SOURCE: Adapted from Pallas et al. (1989).

NOTE: "Youth" refers to newborn to age 17 years.

School Imposed Factors of Failure for Language Minority Students

Assessment and Placement

- Non Existence of Outreach
- Illegal Demands for Proof of Citizenship
- Arbitrary Placement Standards
- Over Reliance on Standardized Testing
- No Home Language Testing of Counseling
- Stigmatized as Disabled/Special

Tracking

- Lowered Performance Expectations
- Over Representation in Special Education
- Under Representation in Gifted Education
- Lowered Self-esteem as Result of Differential Treatment

Retention

- Students are retained because English language proficiency develop slowly
- Students are excluded from content courses and then penalized fo it by holding them back.
- Leads to decrease in motivation
- Increased Percentage of Drop-Out
  - 1 Grade Retention: 40-50% dropout rate
  - 2 Grade Retention: 60-70% dropout rate
  - 3 Grade Retention: 90% dropout rate

HANDOUT # 5

Torres, J. (1991). Equity in education and the language minority student. NCBE Forum, 1-3.

HANDOUT #6 (A)

Percentage of NELS:88 8th- to 10th-grade dropouts who reported that various reasons for dropping out of school applied to them, by race-ethnicity: 1990

	Total	Hispanic	Black, non-Hispanic	White, non-Hispanic
School related:				
Did not like school	51.2	42.3	44.9	57.5
Could not get along with teachers	35.0	26.8	30.2	39.2
Could not get along with students	20.1	18.2	31.9	17.4
Was suspended too often	16.1	14.5	26.3	13.1
Did not feel safe at school	12.1	12.8	19.7	9.5
Was expelled	13.4	12.5	24.4	8.7
Felt I didn't belong	23.2	19.3	7.5	31.3
Could not keep up with schoolwork	31.3	19.5	30.1	35.8
Was failing school	39.9	39.3	30.1	44.8
Changed school and did not like new school	13.2	10.3	21.3	9.8
Job related:				
Could not work and go to school at same time	14.1	14.3	9.0	15.9
Had to get a job	15.3	17.5	11.8	14.3
Found a job	15.3	20.8	6.3	17.6
Family related:				
Had to support family	9.2	13.1	8.1	9.0
Wanted to have family	6.2	8.9	6.7	5.4
Was pregnant*	31.0	20.7	40.6	32.1
Became parent	13.6	10.3	18.9	12.9
Got married	13.1	21.6	1.4	15.3
Had to care for family member	8.3	7.0	19.2	4.5
Other:				
Wanted to travel	2.1	–	2.9	1.9
Friends dropped out	14.1	10.0	25.4	10.9

-Too few cases for a reliable estimate.
*Females only.

U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988–First Followup Survey. 1990.

HANDOUT # 6 (B)

Percentage of NELS:88 8th to 10th grade dropouts who reported that they would be "somewhat or very likely to return to school" for various reasons, by race-ethnicity: 1990

	Total	Hispanic	Black, non-Hispanic	White, non-Hispanic
Academically related:				
If it would improve reading skills	41.2	53.3	62.4	28.1
If it would improve math skills	47.5	54.6	65.2	38.5
If I felt I could graduate	61.8	57.3	84.8	52.6
If I felt sure that I could get a job after graduation	64.5	66.7	84.6	55.7
If I could take more job-related courses	51.4	48.3	56.8	49.1
If I felt sure I could get tutoring help to do better in school	48.3	57.5	53.4	42.8
Other:				
If parents were interested in my education	37.9	50.3	47.7	28.9
If friends went back to school	28.1	22.1	20.2	32.6
School climate related:				
If there were no gangs at school	13.7	23.2	10.8	10.4
If I felt safer at school	20.6	32.3	26.6	12.8
If I felt I belonged at school	47.9	52.6	54.8	41.3
If school were more interesting	62.7	57.6	65.2	62.5
If I could participate in sports or other activities	30.1	30.0	28.4	27.9
Family related:				
If I had a baby sitter	14.2	16.7	20.2	9.8
If child care were available at school	16.5	19.3	28.7	9.6
If I could attend classes at night or on weekends	49.2	48.4	47.2	47.9
If I didn't have to work to support self or family	27.2	18.2	25.9	28.9

U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988-First Followup Survey. 1990.

TESOL GUIDELINES FOR EDUCATIONAL ACCESS

Access to a Positive Learning Environment

- Is there evidence of a positive whole-school environment?
- Are teachers, administrators, and other staff specifically prepared to tailor instructional and other services to the needs of language minority students?
- Does the school welcome and encourage parents of language minority students as at-home primary teachers of their children and as partners in the life of the school?

Access to Appropriate Curriculum

- Does the core curriculum designed for all students include those aspects which promote (1) the sharing, valuing, and development of both first and second languages and cultures among all students, and (2) the higher order thinking skills required for learning across the curriculum?

Access to Full Delivery of Services

- Do students have opportunities to develop and use their first language to promote academic and social development?

Access to Equitable Assessment

- Do language minority students have access to broadly based methods of assessing language and academic achievement and proficiency in the content areas which are appropriate to students' developmental level, age, and level of oral and written language proficiency in the first and second languages?

HANDOUT # 8

WHAT SKILLS/KNOWLEDGE MUST TEACHERS OF LANGUAGE MINORITY STUDENTS POSSESS?

- Awareness of the kinds of special instructional services that second language learners require

- Disposition to collaborate with teams of specialists and non-specialists in bilingual and ESL programs

- Understanding of how the social and physical classroom environment can enhance instructional strategies.

- Understanding of second language acquistion principles and how to apply them to encourage interactive communication

- Understanding of how students use their existing cultural knowledge to make sense of their environment

- Ability to involve parents of bilingual learners into classroom-related activities

- Ability to deliver an instructional program that offers abundant and diverse opportunities for speaking, listening, reading and writing.

- Ability and disposition to actively engage the student in the classroom dialogue.

- Ability to assess the initial ability of the individual and gage the appropriate level of intruction.

- Tolerance of responses that differ from teachers' perspective

Anderson, A. (1991). Teaching children: What teachers should know. In M. Kennedy (Ed.). Teaching academic subjects to diverse learners. New York: Teachers College Press

PREAMBLE: The following are the central guiding principles of the Standards Project on English Language Arts for all students, including those from linguistically and culturally diverse background and students with exceptionalities. Our intent is move forward with challenging educational standards and to redress the imbalance of learning opportunities for those students who have been least well served by public education.

**All students should have educational opportunities that partner teaching and learning in environments with high expectations of performance and responsibilities shared by all.

**These high expectations center in the skills and competencies that enable students to become speakers and listeners, readers and writers who can bring their critical, intellectual, and aesthetic abilities to their participation in society.

**Diversity is a strength of a democratic society and must be recognized, valued, and learned to achieve equity and quality in education.

**Language development occurs when the school recognizes and uses students' home language and cultural experiences as a bridge to further learning.

**Teachers and school administrators must work collaboratively with members of students' homes and communities thereby incorporating local and multiple values into the learning process.

**All students have a right to use and develop their native language or dialect as they also become competent users of global English.

**Creative and communicative powers are enhanced when students develop and maintain more than one language, and educators should, whenever possible, encourage multiple language competencies.

**All students learn, use, and communicate knowledge in many environments, and validation of what and how students know and express comes from different sources--home, community, and work, as well as school.

**All students must be provided multiple pathways of learning through a variety of communicative and visual arts with a strong support system which includes the use of technology.

**All students develop their communicative abilities and understanding through the verbal, visual, and musical arts.

**Effective educational environments depend upon an exchange between teacher and learner in which the teacher is responsible for learning about students' motivations, interests, and emerging intellectual needs.

**Attainment of the standards set forth hereby all students will occur only when support is provided for professional development of teachers and when teachers accept a responsibility for their own learning and teaching and for that of their students.

**To achieve these standards, funding must be committed to provide appropriate human resources, social services, culturally responsive materials, time and space allocations, and technology.

Proposed draft of Preamble for Standards for English Language Arts, 1993.